

The Library Journal

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nity. It is for the museums to offer their help freely and in the spirit of public servants, and for the people, especially for the educators, to accept it.

The museums generally throughout this country are prepared to receive the school children, believing that through them the whole community is to be instructed with the things which they contain. They offer privileges to the teachers, often teaching them how to get at the root of the thing, aiding them to the study of the objects in their collections, offering classroom for meeting places, lantern slides and photographs for study. They put their collections into the hands of the teachers in order that they may illustrate their studies with real things instead of the poor half-tones of stereotyped examples to be found in histories of Egypt, Greece, Rome, and the Middle Ages.

A museum of art, no matter how it is arranged, whether according to a scheme of chronology, or of materials, or of the purely esthetic, is approachable from different points of view by the student, depending on his wants and his frame of mind. In the Greek statue so long monopolized by the archæologist, who dictates a belief in its beauty whether it is beautiful or not, the seeker may find history, ethnology, religion, craftsmanship, and political economy.

A child set to read the "Idyls of the king," as an adjunct to his study of English, will gain a new interest in it when he sees the armor, swords, and lances in the armory at Madrid. Egyptian history becomes a live thing when he studies the vivid pictures from tomb and temple walls, the intimate objects, rings, necklaces, shoes, and so on that go to make up the collections of the museums' department of "antiquities" of this country. The "Iliad" has a new meaning after an introduction to the vases on which the artists of the fifth century B.C. pictured the scenes which they themselves heard described by some old bard.

It is to be regretted that so many pedagogues have come to believe that knowledge is for the sake of knowledge and not of enjoyment or worldly profit—that teachers should always be so serious. If schools do not teach the importance of mental repose and spiritual enjoyment, there is little hope for this community except in the flesh-pots

or in religion. Mental enjoyment has too long been the prerogative of the clergy, who were quick to perceive their gain by the promise of peace of mind through religion. Surely this cannot be the only peace of mind and surely such a state is not their monopoly.

Let the children understand the real value of the works of art contained in our museums. Let the teachers tell them boldly of the pleasures to be obtained in the contemplation of them, and let it all be put upon a perfectly natural basis.

The teacher does not need to be told that lessons done with interest are lessons well done, that history studied from the documents themselves becomes real at once. Study is required to learn that Rameses built the Great pyramid, but no study is needed to fix this fact in the mind when the pyramid is seen and climbed.

Coöperation between libraries and museums can reasonably be expected because both institutions are dependent upon the same thing for their usefulness—the desire of the people for knowledge and recreation. Each depends upon the other just as much as each in turn depends upon the schools. This coöperation, however, is a little like charity, in that it should begin with the library. My attitude will remind you of the pessimist's definition of love as a state into which two people enter, one of them consenting to be loved. Most of the hard work of this coöperation has to be done by the library for this reason. The museum quite logically sends its patrons to the library, but the library feels that it has done its duty when it has supplied its patrons with its works. The library must understand that the museum is its ally, must learn that the illustration of books is as useful as the written word, must understand that some kinds of knowledge are best learned first without books—would better be sought in the subject itself.

The method of coöperation between museums and libraries in its general principles is so obvious that it is almost unnecessary to define it. The museum furnishes recreation, food for the imagination, education—it furnishes the illustrations for many kinds of books. Let the librarian say to his readers: "Such and such a work has 56 plates,

43 illustrations, and 7 folding maps engraved by so and so on stone after drawings by so and so from objects in Egypt, but if you will go to the museum you will find the real thing, so arranged with others of its kind and related kinds that your book will not only be illustrated but illuminated; you will find your book in pictographs." In point of fact, if the museum has laid out its exhibits in a perfect manner, the book is almost unnecessary. A collection of minerals scientifically arranged and well labelled, in a museum of science, should enable the visitor to understand the geological classes. For the accessory facts only is the book necessary. The book on natural history is only a record of observations. Such observation can be reproduced pictographically or, as in the Museum of Natural History, by illustration groups. More physics can be learned in the Musée des Arts et Métiers in an hour by observation of the remarkable objects there than can be learned in a book in a week of study. More natural history can be learned in the Bronx Zoological Garden than in any number of illustrated subscription volumes. More art can be learned by a

thoughtful half-hour's study of a painting than in any number of volumes by Vernon Lee or even by Ruskin. Any subject which is written from observation can be learned by the same methods better than by a second-hand method. Where you can see a thing for yourself, you don't need some one else to tell you about it.

Free coöperation between libraries and museums will come when the librarian tells the seeker after knowledge about birds to go to the Bronx; the student of electricity, to the power-house; the one needing esthetic recreation and pleasure, to the museum of art. Then he will find that these patrons will come back again to read more intelligently, if not so steadily.

In conclusion, let me say that, while I believe it to be true that reading for information is bound to decrease with the coming years of this era of universal knowledge, reading for enjoyment, which is the best kind of reading, will increase as our powers for emotional enjoyment expand—the kind of emotional enjoyment that is cultivated by our museums of art.

ORGANIZATION AND ADMINISTRATION OF THE COLLEGE LIBRARY*

By LOUIS R. WILSON, *Librarian University of North Carolina*

If the organization of a college library is compared with that of a public library, I believe the conviction will be forced upon the one who makes the comparison that college library's organization is less thorough, and consequently less capable of producing beneficial results, than the organization of the public library. The college library, seemingly, is subordinated to other interests and does not enjoy an existence as untrammelled and independent as that of the public library. Its librarian, instead of being librarian, is librarian and something else—secretary to the faculty, purchasing agent for students' books and stationery, professor of some subject, with certain periods per day devoted to the affairs of the library.

It therefore devolves upon any of us who

are college librarians to attempt to change this condition and to right this wrong. This we can best do, first, by insisting on the acceptance by the administrative head of our respective institutions of what we conceive to be the correct way of thinking concerning the library, and, second, by likewise insisting that while the library shall show courtesy and consideration to the faculty and all of its reasonable wants, it shall not be wholly subordinated to it.

Every college librarian, to the extent that he is an administrator of a department or office in any given college, ought, by the very nature of things, to owe responsibility directly to his chief and to him alone. His position in this respect should be identical with that of all administrators whatsoever. His schedule of work, like that of the professor, should be reasonably defined and with-

* Read before the College Library Association, at Athens, Ga., April, 1911.

in such limits as are in harmony with the general activity of the college. He should be given the opportunity to devote the best he has within himself to the upbuilding of an effective, helpful institution. His spirit of initiative, in so far as it is regulated by reason, should be encouraged by his chief, and his good works should receive their just commendation both in word and in remuneration.

Inasmuch as the library of any college is intended for the professor and the student, rather than for the librarian, it is but right that the faculty should have some part in the administration of certain phases of the library's work. This should be sharply defined and ordinarily should be left to a small but representative committee of the faculty, which should work in connection with the librarian. To this committee, together with the president and librarian, should be assigned the duty of formulating regulations for the use of the library, the apportioning of book funds for the use of the respective departments and general library, and of purchasing books and periodicals for the general library. It should expect and receive no special privileges on account of its office, but on the contrary should studiously avoid the infringement of regulations for which it demands observance on the part of others. To its members the librarian should give such consideration as they of a right might demand, but he should feel himself in no sense responsible to them for that part of his work for which he is solely responsible to his chief. In all matters of administration of a purely business nature, such as the keeping of library accounts, placing orders, of employing assistants, of caring for the building, of classifying and cataloging books, of performing all those technical administrative duties which inhere to the position, the word of the librarian should be final. If he is to be anything more than a clerk, if his spirit of initiative is to result in the betterment of the office over which he presides, if he is to develop and grow to the full requirements of his position, he must feel the weight of the responsibility on his own shoulders, and must experience the joy which comes not from sharing in the rewards

of another's toil, but in that of his own. This may seem to be a harsh doctrine. It means no keys for the members of the library committee, no special privileges by which the *Atlantic Monthly* or the *Century* may be taken out over night, or a new uncataloged book may be withdrawn before plating, but it means the better administration of the library in the end. It is the only way by which the librarian can be sure of himself and his work.

With these two points considered, and they are of the greatest importance, I shall pass to the consideration of the organization proper of the college library.

The first consideration under this head is one of finance. The librarian should know at the beginning of the year that all salaries and regular necessary expenses of maintenance will be provided for by the college, and that in addition to the funds necessary therefor there will be a library fund placed to the credit of the library by the college bursar. Whatever system of bookkeeping may be adopted, all bills which have to be paid out of this fund should originate through the librarian and should bear his approval before they are paid. In general it would be far the better practice if he kept his books in such a way that he could know at any moment the expenditures made by any department or for any given purpose, and that the bursar merely paid the bill and charged it to the library account. In this way the bursar would have only one account to handle, and the librarian, who naturally is familiar with the expenditures for each department and for each purpose, would keep such records as are necessary to show in detail the various expenditures in their entirety. In the main, the fund should be, or rather is, derived from **three** sources: from the college direct, as an **appropriation**; from the student fees; and from invested endowment funds. In this way the library can count on a regular income and can plan from year to year in such a way as will insure the steady, even development of the library. In my own experience I am sure that nothing has contributed more to the worth of the library than the fixed policy, based as it is upon the assurance of the regular income, of setting apart certain funds

for the development of given parts of the library. I believe that our strength in complete sets of periodicals—and I consider it great—is due solely to this one fact.

As has been indicated, this fund should be apportioned among the various departments and the general library. After the apportionment is made at the beginning of the term, those concerned should be notified. Recommendation should be received from the various departments for books and periodicals, and the librarian and library committee should work out the budget for the general library. After that has been carefully planned, every effort should be made to carry it out as fully as possible.

It would seem hardly necessary to take up in detail the organization of all the various departments of the library; however, it is worth while to note the necessity of keeping a careful record of the work of the order department. Possibly no other part of the work, unless it be that of keeping files of periodicals complete and preparing them for the bindery, requires more careful oversight if the records are to be a comfort every time reference is made to them. Ordinarily it would seem sufficient to keep an alphabetical card list of all outstanding orders. Upon the receipt of an invoice, the cards can be checked and transferred to a list of books received. When the books are cataloged, when the proper entries have been made in the accession book, showing to what department they belong, and when the catalog cards have been placed in the catalog, then, and not until then, is it advisable to throw the order cards away. In addition to this it is frequently desirable to write or typewrite orders for easy checking, but this can scarcely take the place of cards. If, for instance, a given department has a fund of \$200, the librarian should be able, by reference to the ledger, to the bills payable, and to the outstanding orders, to tell in a very few moments what part of the given fund has been covered and what part remains to be spent. In the larger colleges where the departments are reasonably numerous and where there are several members in each department, the request for this particular information is frequently made and an answer can only be given when some such method as has been suggested is strictly followed.

While I do not believe in dispensing with the accession book as a necessary record of the library, I believe in making the record contained in it simple and capable of being kept by help not specially trained, but possessed of ability to follow directions. The accessioning and the plating, pocketing, and labelling of books should in the main be left to a subordinate.

You will note that in speaking of the organization proper of the library I am beginning with first things first, and, as they say in golf and tennis, I am "following through" in what seems to me the logical way. First the ordering, then the accessioning, etc., and then the classifying and cataloging. And let me say, in coming to this particular subject, that I consider the work of the cataloger and classifier of the college library more difficult than that of the cataloger and classifier of the public library. The fact that as a rule college libraries are for reference, are technical, are in large part in foreign languages, makes it necessary that the librarian bring to this work a definite knowledge of French, German, Latin, and Greek and a general acquaintance with much of the minutely technical and scientific. The classifier must of necessity be able to get at, for example, the subject matter of a German treatise on the dynamics of a particle, the title and preface being in German, or the story of the "Departed Guest" in modern Greek. Furthermore, the subject headings are more varied and must be assigned with greater exactness. And then the professor, who may disdain to think of the decimal system as a work based on scientific principles, and insists on a special system adapted to his then prevailing ideas, has to be met. For this difficult work the classifier and cataloger needs the use of many of the more extensive printed catalogs, such as the Peabody and Pittsburgh, and must study to make the classification scheme and subject headings to correspond as nearly as possible to the actual needs of the college. In my own experience I have found that the ability on the part of the cataloger to read several languages with reasonable facility, and to analyze the contents of volumes logically and scientifically, is a greater asset than any other that may be brought to bear upon the work of the cataloging room.

While it is not my intention to discuss the assignment of author numbers, it is proper in this connection to say that in this work the presence of numerous commentaries, translations, and criticisms of works in foreign languages to be found in a college library makes this subject of more importance than it is in the public library. I notice that in public libraries there is a tendency to discard the author number. I do not believe it can be done safely in the college library.

To mention the loan desk and the work centering around it in distributing the books ordered, classified, and cataloged, raises the question of open or closed shelves. Having had six years of experience with the open shelf and four with the closed, I feel I am in a position to speak of the comparative merits and demerits of the two systems. From the point of view of administration by a small staff, I am convinced that it is much easier and more satisfactory to carry on the work at the loan desk with the closed shelves. If borrowers are required to present call slips and the books are carefully placed in order on the shelves, the work can be handled with great despatch and is freed from the maddening, fruitless searching for books which, under the open-shelf regime, have either been misplaced or stealthily carried away. I am perfectly aware that the student cannot indulge his propensity to "browse," but if he maintains a good record during the first part of his course, the privilege is given him later under restrictions, and an effort, I cannot say how successful, is made toward compensation. This, to my mind, is best done by giving him comparatively free range in the periodical and reference rooms, by placing the new-books case in his reach and by putting several hundred readable books at his disposal in an open shelf reading or standard library room, in which, if some are taken by stealth or others are badly disarranged, the completeness of necessary working sets will not be broken and the serious work of the library will not be seriously interfered with. This is the practice now followed with us, and I find that the circulation, instead of decreasing, has increased, and I believe as a consequence the library has meant more to the students than

it would if they had been given free range. To seniors recommended by the professors, to graduate students, and to the faculty, free access can be granted with very satisfactory results, as all when admitted to the stacks for the first time can be advised of the necessity of orderly arrangement, etc.

At this point, and in fact in all of this discussion, I must ask your pardon if I seem to speak rather frequently of the work with which I have been connected personally; for I must of necessity speak out of my own experience. I have come to the conclusion that in the case of the average college student it is not too much to demand of him a reasonably exact account of all the books he takes out for two weeks. I expect him to write out his call slip in full. When the book is charged, if real completeness of record is desired, a three-card system should be used. The call slip may be used as the record of the daily issue. The book cards may be arranged in a tray as a shelf list of the books out, and the call numbers can be entered on the borrower's card to show exactly what book he has out at any time. In this way when a book is called for a glance at the call numbers of books out at once shows whether or not the book is in without reference to the stack. If the call slips are made on fairly stiff paper and are of the same size as book cards, and are so made up as to show call numbers, titles, and authors, respectively, they can easily be arranged to represent the daily issue. The method may seem laborious, but it tells one where a book is, and that answer is satisfying. Books for parallel readings and for debates should be handled from the desk rather than placed where students can get at them. They should be called for in a slightly less formal way than other books, should not be allowed to be taken out except at certain hours, and should be recorded separate from others. An average of 70 such books are thus loaned daily in our library and with practically no trouble. The fact that a rather excessive fine is imposed in the event a rule governing their issue is broken, and that it is collected or the privilege of using the library is withdrawn, may partly account for this. Books charged temporarily to members of departments are necessarily exempt from fines and

are recorded in such a way as not to interfere with the regular issue. Books located in the seminar rooms, in so far as they are technical—and the majority of them are—are not issued. However, if they are, they are subject to the regulations governing regular issues and can be issued only by the desk and not by the professor in charge of the seminar. Books in departments housed outside the library are left to the professors in charge, subject to such supervision by the librarian as may not seem obtrusive to the department. Few college libraries have as yet been able to place librarians in charge of departmental collections except in law and medicine. That it would be desirable goes without saying, but lack of money usually prohibits it. This general plan, though seemingly complicated, works smoothly and is productive of good results.

The whole effort of the library, however, should be made to contribute to the need of the inquirer, whether student or professor. It should, through its resources as a reference store, be made to answer his questions. To this end the reference portion should be built up carefully, and the librarian himself should have certain office hours, or rather desk hours, during which he can lay aside his usual administrative duties and can serve as desk or reference librarian. To do this successfully he should know how to use the keys to the reference material, and he should attempt to know what the campus life demands. The college librarian must not let his duties consume him so completely that he has to forego knowing the college's life and thought. In addition to having the librarian approachable and accessible, the desk attendants should also be well trained in the use of reference material and especially taught to handle parallel readings and debate references easily. The real strength of the library and its consequent usefulness or uselessness to the student body lies just here. And in addition to this, it should be the duty of the librarian to take the various classes for a period or two each year during their course and explain certain phases of reference work to them. During the freshman year the catalog and a few of the indexes may be explained. In the second, preliminary work may be outlined in the prepa-

ration of debates and in the use of magazine indexes. In the junior and senior years work may be assigned involving the use of trade catalogs and the compilation of serious bibliographies. All should be so related to the work in course that it should not prove burdensome. As a matter of fact, it is best done when it is done as a requirement made by the professor, but carried out through the aid of the librarian.

In this paper, up to this point, I have spoken of what I conceive to be the correct relation of the college librarian to the president and the faculty and how he can perform best certain of his duties. From this point on I wish to point out what I think his relations should be to the students, or rather what his services and the services of his library should be to the student and to the state. I firmly believe that it lies with the librarian whether or not the student, when he goes out into life, is to be the possessor of a library conscience. By that I mean, whether or not there will be that in him which will cause him to note the absence or presence of a library in his community or of books in his own home. I hold it to be the duty of the college library to awaken this consciousness in him and so to cultivate it that it will give evidences of its power in his life in after years. In other particulars it should serve him thus: First, it should teach him to handle skillfully an alphabetical card catalog; he should be able to master its principle. If he becomes a physician, or a lawyer, or a merchant, or what not, in the modern professions and in the organization of modern business, he will find the need of it absolutely imperative.

Secondly, it should bring him a first-hand acquaintance with some of the special magazines and books which will be of service to him in his after career. He should learn that all useful knowledge cannot be carried by one memory, but that real ability lies in being able to find material in given sources.

Thirdly, he should be impressed with the value of reading for its own sake and as a means of constant pleasure and enrichment of the mind. He should be brought to the conviction that it is one of the royal highways to true culture.

Finally, the library should bring him, at

some rare moment, under the spell of some great inspirational book, under whose power he is made to see and feel the real meaning of life.

In the present issue of the LIBRARY JOURNAL is an article by President Wyer, of the A. L. A., entitled "Outside the walls," which I should like to commend to the college librarians in particular. Its central theme is that as a class librarians withdraw themselves from the life by which they are surrounded, that they view it as it were from afar. In my own experience I have felt the truthfulness of the accusation, and my life is a daily fight against that besetting sin. There are the thousands of books to catalog, the magazines gather incessantly for the binder, the debate references never cease to demand attention, a year of hard work could be devoted to the departmental libraries alone, etc., *ad infinitum*, and the tendency is ever present to stick by the task and let the life of the campus and the state sweep by.

In concluding this paper I want to say that I feel it to be the special duty of college librarians in the south, where real library extension work to a very large measure is going to have to be done through the schools, to break the silence by which their useful lives have been characterized and to speak forth to their respective states whatever word of helpfulness may be in their heart. In matters pertaining to education they should be looked to for leadership, and if education is to spread by means of the library as well as by means of the school, the voice of the college librarian as well as that of the college teacher should be heard speaking of the way to a larger, richer, fuller life.

In his invitation to me to address you at this meeting Mr. Burnet suggested that I might simply tell you of our work at Chapel Hill. Naturally I have hesitated in doing this. I might say, however, that there are several features of our work in which I feel a particular interest and pride. The first of these is that our library is a growing library. I am finishing my tenth year in

its service. Since taking up my duties I have seen its gross income increase from \$2250 in 1901 to \$11,000 in 1910. I have seen its endowment grow from nothing to nearly \$60,000. I have seen its uncataloged collection of 35,000 volumes in 1901 grow into a cataloged collection of over 50,000. As a matter of fact, I have accessioned, or classified, or cataloged, or ordered, or handled in some way practically every book in the collection. I have witnessed the transition from an old to a new building, and it was my pleasure to draft the rough plans of our present home. Better than all of this, I have seen the staff grow from a librarian and two student assistants, who gave only a part of their time, to a staff of seven, two of whom give all of their time and five of whom give a good portion. Furthermore, the library has won a place for itself in the university and is permitted to maintain a student apprentice class, for which the students are given university credits, and to offer a course in library methods suitable for teachers to all students in the university preparing to teach. In so far as it has been possible, the library has tried to serve the state through representation on the State Association and Library Commission. It has been its rare fortune to help in the organization of both and to contribute to their increasing activities. During January, February, and March 134 letters were received by it from parties in the state asking for various kinds of information.

Again I ask pardon for mentioning these matters, but I merely mention them because in a very slight way they approximate what I think should be the full quota of work of the college library.

There is plenty of work for each of us to do. There is a splendid opportunity for us, even though handicapped for funds and restricted in what we consider our true limitations, to touch for good the life of our communities, and I have faith in us that as a body of workers we will yet bring to our southland the blessings of an intelligent, consecrated service.

EFFICIENCY IN COLLEGE AND UNIVERSITY LIBRARY WORK*

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SOME years since the problem of greater efficiency in industrial plants began to be seriously studied and the results effectively applied in spite of the objection that came from the rule of thumb management that had come to be the standard of most industrial enterprises. Two cardinal principles that have crystallized out of this study and application are, first, the standardization of the process, by which is meant the finding the best way of doing any piece of work and requiring all workmen to do it that way; and second, the functional division of labor, by which is meant that some persons are better adapted to the doing of one kind of work than they are to other kinds, and efficiency requires the elimination of those not adapted to a particular kind of work and the substitution of those that are.

The use of the latest and best kinds of machinery has been so long an established principle in manufacturing processes, required by the law of competition, that it scarcely enters into the problem of industrial efficiency. The substitution of the new type of turbines that increase the horse power from 120,000 to 147,000 at the great Niagara Falls power plant is but an illustration of the industrial sensitiveness to the advantages of the latest type of machinery. But the improvement of the human factor in the industrial process has not been so obviously advantageous or possible.

This study of efficiency has called into existence a new type of official in the industrial world, who devotes his time, not to doing the work, but to the study of processes and the training of the workmen into the best ways of doing their work. They are known as efficiency experts, and while all managers of industrial plants are not convinced of the value of their services, enough has been done to establish the need of such work in some branches of industry.

It was not until the Carnegie Foundation

issued its *Bulletin* no. 5, under the title "Academic and industrial efficiency," that attention was called to the possible application of the greater efficiency principle to the intellectual plants of the modern world, be they colleges, universities or industrial schools. Although the writer of the *Bulletin* clearly recognized that there could be no such comparison between the cost of production and the finished product, having a marketable value, as in the case of the industrial plant, since there is no measureable finished product, he did emphasize what many have long felt, *viz.*, that much of the work in educational institutions is being done without the application of the principles of economy of time, energy and money, such as an industrial plant would be sure to apply from its very foundation. How far these principles can be applied and how desirable that they should be applied is a subject on which there is a wide difference of opinion. Mr. Slosson, in his "Great American universities," says: "There is too much lost motion somewhere in the process," and calls attention to the fact that many high grade officials are allowed to do the work of a lower grade of labor. Such a condition may be due to the use of antiquated machinery and methods, to the lack of organization or the principle of the functional division of labor. No one has studied the processes as yet with the object of standardizing them or applying the functional division of labor principle to the many divisions of an educational institution. There are those who contend that it is not possible to apply the principles of industrial efficiency to academic work even on broad lines, much less in any detailed way. Some critics of the application of the principles contend that such an application would destroy the idealism now sought in college work, that it would commercialize educational work and thus put it on a lower plane in the eyes of the young, who should be taught to value education above any commercial plane. Granting idealism to be an essential factor to

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